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A Study on Integrated Functional Adult Education Program in Pastoral Communities of Jarar Zone: Challenges and Opportunities

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Abstract:

The main purpose of this study was to explore opportunities and challenges of integrated functional adult education program in pastoral community of Jarar zone. To achieve the purpose; qualitative research method was employed. For this study, out of nine woredas; three woredas were selected by purposive sampling. For functional adult education centers; four centers were taken by availability sampling. In the study, a total of 97 research respondents were involved. To collect data from each respondent group's; interviews, FGD and class room observation was employed. In addition, to support the findings, documentary analysis was done. Hence, for this study purpose, both primary and secondary data were used. Analysis and interpretation of data was made by using qualitative and narrative approach. Based on the analysis, the study confirmed that; low level of relevance and quality of adult education, unavailability of appropriate organization and structure, lack of qualified facilitators, insufficient financial and material support, poor capacity of implementers, lack of adequate training materials and poor integration of efforts were major challenges of the program. Beside to the challenges, the study also identified opportunities. These were conducive policy direction at country level, practicing of literacy skills by participants, presence of TEC and university, the signing of memorandum of understanding between ministry of education and other sectors, relatively high participation of women's, the establishment of government and NGO forums were the enabling environments. Finally, the study recommended that, greater attention should be paid to the preparation of facilitators guide, teaching materials, learning materials, the region and ministry of education should revise and include life skill contents of pastoral society in the program to make the program responsive to the needs of the community, there should be strong adult education management, coordination and organization structure, the region and woreda education bureaus should stress on the need for training of implementers, the region should develop the culture of consultation with involving partner agencies and there should be a need to integrate the other components of adult education together with literacy.

1. Introduction

The aim of education in any country is to build better situation for citizens to live long, healthy and improve their productivity. That is why we say the real asset of state is its citizens. This easy but influential fact is too often ignored. Research works stress on the need to spend in people, an investment in the future of each of us, our children and the country at large. The significance of educating people to ensure a country's continuous competitiveness and sustainable development is, thus, undeniable. Without more and mass education, it will be increasingly difficult to exploit existing resources. For this reason, education, therefore, is a first state agenda of many countries.

As skill, knowledge and technology become more vital so does education to pastoral community by so far who are neglected from getting education in the past regimes. Only through formal schooling and by neglecting adult education will tend to result in suffering from slow social, economic and political progress. Thus, it will be more difficult to reach on desired development goal since millions of pastoral adults are illiterate. Studies show that countries which have been able to provide education to mass proportion of population have been in the forefront of development. Here, the role of functional adult education is vital. Since it provides the skills required for literacy, numeracy, livelihood and life skills which is important for economic, political and social development. By making pastoral people knowledgeable and skilled through expansion of appropriate functional adult education it is possible to increase pastoral productivity, national capacity and competitiveness. Hence, literate society through functional adult education is critical for achievement of political stability, peace, building democratic culture, and economic progress.

Ethiopia to reach a middle income country is taking shape with the several conducive policy and strategic directions. One of it is the adult education strategy that indicates need for large scale, relevant, qualitative and quantitative expansion of adult education for women's and pastoral community. To transform pastoral community; livelihood and life skill training has to be integrated with literacy to make women's and pastoral society active in development process. Therefore, the intension of this study is to explore challenges and opportunities of integrated functional adult education program in pastoral community of Jarar Zone; Ethiopian Somali region.

1.1. Statement of the Problem

Somali Region of Ethiopia is one of the least developed areas of the world. Characterized by harsh environment and limited infrastructure. Human livelihoods dominated by mobile pastoralist. Because of this, provision of social infrastructure is difficult for many years. With particular to education and health; the human development indicators particular to pastoral women in Somali region is the lowest in the world. This fact is presented in the table below.

NO.	Indicator	Average
1	Contraception use	4%
2	FGM practice	97%
3	Ante natal care access	7%
4	Adult women with no education	89%
5	Adult Women literacy	5%
6	Adult Men literacy	23%
7	Infant survival rates:	22%

Table 1: Selected Human Development Indicators for Somali Pastoral women
Source: Selected Human Development Indicators for Pastoral Women in Ethiopia 2010

The above table displays development indicator Somali pastoral women's. In the table is clear that 97 % of pastoral Somali women's practice FGM. About 89% of the Pastoral Somali women's have no basic education. Besides, 4% of Pastoral Somali women's utilize contraceptive device. The rate of adult women and men who covered the literacy class is 5% and 23% in the region respectively. Women's who can access the antenatal care is 7%. Finally, if you look the infant survival rate Pastoral Somali women's is 22%.

From the above analysis, we can possibly say the Pastoral Women's development in Ethiopia Somali region is extremely at low level. The low performance in all indicators is most probable and highly linked with lack of education. In this regard, many research findings across the globe has shown that the better educated mothers have the to increase the use contraceptive device, improve the children's health, decrease infant ,mortality rate, send her children's to schooling than the un educated mother. This can also work for pastoralist women. Thus, the better channel to reverse this trend is that in addition to formal education system, developing and implementing relevant functional adult education for pastoral community is needed. According to ESDP IV(MoE, 2010) government recognized the importance and expansion of adult education system as essential to complete the learning continuum in Ethiopia; which is central to improving the quality of every Ethiopian. In the situational analysis tied with the operation of adult education system in the country, the result has shown that, adult education is facing challenges of differences in the conceptual understanding on integrated functional adult education, lack of standard in the program, limitation to adult literacy program despite broader provisions in adult education strategy, failure to recognize the activities conducted, difficulties in the coordination, linkages, and monitoring of program, fragmentation of the provision, low level of in relation to daily life situations, low level of quality, lack of structures, poor quality of programs, poor quality materials and unskilled human resources, low level of financial and material resource allocation and low capacity for data collection, evaluation, monitoring and reporting.

According to CSA (2007) report, the adult literacy rate in Ethiopia Somali region is 7.96 % compared with the national average of 41.0%. The report reveals that, the total literacy rate in the region was estimated at 45% in 2009. To improve this trend and life of the pastoral community, however, in Growth and Transformation Plan (GTP) for an integrated functional adult education program shows that; at the end of the GTP period, 900,000 pastoral adults will be covered for literacy and basic life related skills to promote socio-economic development in the region. For the last 2004/20012, statistical data from the Ethiopian Somali region education bureau for integrated functional adult education program revealed that, 182,000 adults were participated in the program.

Contrary to this, MOE reported that the total number of adults who took the training was 5,532 in the region. Though, there is variation in the number of participants in the program between the two reporting system. In 2005/013, statistical data from Somali region education bureau shows that 200,000 pastoral adults are registered for two year integrated functional adult education program in the region. From this, one can understand that, the implementation of integrated functional adult education in the region is at its infant stage because to reach the target 900,000 at end of GTP period more effort and resource is required. Most importantly, national adult education challenges listed in ESDP IV is problems affecting the program. Thus, this study is intended to see the implementation of integrated functional adult education program in pastoral Community of Jarar Zone with respective to its challenge and opportunities.

1.2. Objectives

This research study entitled as *a Study on Integrated Functional Adult Education Program in Pastoral Community of Jarar Zone: Challenges and Opportunities* have both general and specific objectives: They were

1.2.1. General Objectives

The overall objective of the study is:

- To assess challenges and opportunities in the implementation of integrated functional adult education program in pastoral community of Jarar Zone

1.2.2. Specific Objectives

The specific objectives of the study were to:

- explore challenges of integrated functional adult education program implementation in Jarar Zone of Somali region
- distinguish opportunities of integrated functional adult education program in pastoral Somali community in Jarar Zone of Somali region
- Explore mechanisms in order to mitigate the problems in the implementation of integrated functional adult education program in pastoral in Jarar Zone

1.3. Research Question

To achieve the above specific research objectives, the following research questions are raised:

- What are the challenges of integrated functional education program implementation in Jarar zone?
- What are the existing opportunities that have been seen in implementation of integrated functional education program in Jarar zone?
- What suggestions are available for solving the challenges for implementing integrated functional adult education for pastoral community of Jarar zone?

2. Review of Literature

2.1. Meaning and Concept of Adult Education

MoE (2008) Education Sector Development Program III discusses adult and non formal education and it defines *adult education as field that includes a range of basic education and training components for out-of-school children and adults*. The document defines content of adult education as literacy, numeracy and life skills that enable learners to solve their problems in their daily lives and contribute to national development endeavors socially, economically and politically. Besides, UNESCO,(1976) defined as:

- “Adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace the initial schools, colleges, and universities, as well as an apprenticeship where by persons regarded as adults by the societies to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification or turn them in a new direction and bring about improved changes in their attitudes or behavior in the two fold perspective of full personal development and participation balanced and independent, social, economic and cultural development.”

2.2. Challenges of Adult Education

According to Fasokum T. O. (2000) the *growth in population* is one challenge to education system which has necessitated accelerated school program. All but a few countries, however, have been able to keep pace with the demand for schools by children, youth and adults. Each year, there are more children in school, but each year also, there are more children out of school than in the previous year. Such a growth clearly calls for fresh thinking as to whether continuing provision for more places in schools both wisely and within the financial competence of a country which is a challenge to all forms of education. Besides, other problem to adult education is scarcity of resource (Nilesh Ladva 2013). Apparently, rich nations, international bilateral and multilateral organizations have also failed to maintain their promises because of financial scarcity. It is also recalled that they promised to support poor countries financially in achieving UPE/EFA goals. The fact that the fast path initiative and expansion of education programs that are underfinanced justifies the above statement. Bearing in mind how vital is such assistance to least developed countries. Ethiopia strongly urges rich countries and donor agencies to allow poor countries sufficient fiscal space to enable long-term sustainable investment in education. The global external financing gap for the achievement the goal of education for all is the challenge (Fasokum T. O. 2000). Moreover, MoE (2008) distinguished lack of qualified and skilled manpower to adult education. Ethiopia has paid maximum attention to expand tertiary education. The number of higher education institutions providing training in adult and NFE are increasing every year. However, having sufficient number of highly qualified teachers is still remaining to be a challenge. To solve it every region is now looking to establish adult and non formal education academic unit to help the education development in their respective areas at teacher training colleges. Carman and McKeekahn (1985) identified that most important problem of adult education is diversity in content and delivery approach; multiplicity of educational agents involved, the variety of institutional and financial arrangements, the learning needs and different ways in which people participate in educational activities. Hence, adult education is offered by a broad range of providers to highly heterogeneous audiences. The diversity introduces a number of problems that must be taken into account in economic studies of adult education which may range from basic education provided in the formal system to informal learning.

2.3. Research Methodology

In investigating challenges and opportunities of implementing integrated functional adult education program in pastoralist communities of Jarar zone the researchers employed qualitative research methodology. This approach enables researcher to explore in great detailed on the effectiveness of the delivery of program. Moreover, qualitative approach provides detailed exploration of issues and addressing more depth questions possible. Qualitative research approach also allows different data collection tools. These tools

could help researchers to bring respondents to discuss, share and compare their experience. For the purpose of this study; both primary and secondary data were used.

The primary sources of data were respondent's like adult education participants, facilitators, coordinators, experts, heads and community representatives were primary sources of data. To supplement on primary sources, the researcher also used secondary sources of data from documents such as national adult education strategy, education sector development program; statistical annual education abstracts, regional, national and international adult education research publications were reviewed.

In sampling the area of the study, the area selected was Jarar zone; out the nine zones in the region. This zone was selected by using purposive sampling technique. This is because the problem of adult education is intense than other zone. The woredas sampled for the study were out of nine woredas, the researcher selected three woredas (Degahabor, Birqot and Ararso) as sample of woredas by using purposive sampling. For respondent sampling, sixteen available adult education facilitators were taken by availability sampling. From community side, eight were taken from all woredas by using availability sampling two from each center. The adult education centers selected to conduct this study include four (4) adult education centers which are namely Seid Muhammad Primary School in Birqot, Osman Ismail High school and Abdi Jamma Primary school in Ararso and Abdi Gele Primary and Secondary school in Degahabor woredas respectively were taken as samples by using availability sampling. The researcher also involved twenty four participants from woreda education experts and heads by using availability sampling. Forty of adult education participants who were matured enough were respondents in the study using purposively sampling technique. Finally, the researcher included one respondent who is responsible for regional adult education unit by using availability sampling. Thus, the total number of respondents involved in this study was 97.

To collect relevant and reliable data for this research; qualitative data was collected by using different data collection tools. To obtain data from the selected sample respondents, the researcher employed four basic data collection instruments. This includes interviews, focus group discussion, and observational work as well as document analyses. The researcher employed individual interviews and paired in depth interviews for woreda education bureau heads, school centre adult education coordinators and community representatives. Beside to this, observational work was used for classroom by using observation checklist on conditions of adult education facilitators, text book, teacher guides, and contents of adult education and characteristics of learners. In addition, FGD was also applied to discuss issues of adult education with facilitators and adult education participants. Therefore, to achieve the objectives of the study; the mentioned data collection tools were appropriate to get a wide variety of opinion, feelings, ideas, and attitudes of all implementers. Moreover, during data collection researcher employed field note taking method to record the views, feelings, attitudes and opinions respondent's. In addition, the researcher used tape recorder and digital camera to record the responses of respondents.

Data collected from interviews and FGD were held in Somali language and then it was translated in to English. Finally, the researcher obtained secondary data by reviewing necessary documents. Data collected from interviews, FGD and observation work were categorized in to thematic areas to make information collected conformable to interpretation, analysis and inference. The interpretation and analysis was made qualitatively after translating data collected in the form of descriptive and narrative writing.

3. Result and Discussion

3.1. Challenges of Integrated Functional Adult Education in Jarar Zone

As per the data collected from the interviews, focused group discussion, documentary analysis and class room observation conducted during field visits for this study purpose, the analysis of data indicated the presence of multifaceted challenges in the implementation of integrated functional adult education program in pastoral areas of Jarar Zone. The challenges are discussed as presented under.

3.1.1. Lack of Management and Governance Structure

The first challenge as per the finding is that; the practice and implementation of the so called integrated functional adult education program in Jarar zone faced problems *associated with lack of functional adult education management and governance structure*. One of the research participants in interview session explained the condition of functional adult education management structure as presented below:

- "In our education office, functional adult education is coordinated by not separated structure but it is lead by those who are leading the formal education program. There is no a unit established by the woreda education bureau to handle functional adult education. Actually, managing all education programs in a single individual may result weak management and ineffective follow up of the program. The government is not pushing down what is available at top level structurally. Thus, what I would like to say is no structure, unit or department of functional adult education separately running adult education as part of management wing.

The quote taken from one of the respondent is contrary to education policy (ETP, 1994), and ESDP IV (MoE, 2010). The policy and action plan call for the creation of adult education management unit at all levels. The analysis of data collected from research respondents confirmed that management structure for functional adult education program is not yet established in all woreda. In addition to the finding from the respondents, researcher observed that education offices in Jarar zone woredas lacked proper unit and structure to coordinate, manage, support, and organize functional adult education program. So, creation of adult education unit needs reconsideration by officials of the area to implement the program as per the national guideline.

3.1.2. Lack of Fund at Regional, Zonal and Woreda Level

In the study area, the researcher raised whether there is funding to run adult education or not. In all selected woredas; the analysis of data collected from experts, supervisors, heads and facilitators confirmed no funding for program operation. As the views of the research participants, money provided for adult educator's salary is from formal education budget where the share of adult education is not known. This is because adult education facilitators are teachers employed for primary school without training in adult education. What is better thing for facilitators benefit is that education offices of each woredas in 2006/013 started provision of an additional 2,00.00 Ethiopian Birr for facilitators. The program focal person for adult education at regional education office expressed his experience on the financing challenge as explained under:

- As our region experience, adult education practices show that the program is facing shortage of money. This is because the ministry of education is not funding adult education program like that of the formal school program. What the ministry of education doing is only facilitating the policy, strategy, curriculum and syllabus. Our regional education bureau adopted national adult education policy, strategy, and syllabus based on situation. During the whole process of adopting and putting it in to operation; there are challenge soffund for preparation of pedagogical materials like text books, curriculum/syllabus and teacher preparation since the medium is Somali language. This is because these activities involve cost which calls for financial resources. In general, there is exact shortage of funding even at regional. As solution, we call for finical support from development agencies which are rarely available.

Based on (MoE, 2008) if an educational program is to be implemented properly and its final target is achieved, its basic human, material, and financial requirements should be fulfilled. Obviously, budget allocated for education sector by government is increasing from time to time. But the corresponding share of adult education has been very low. Personnel assigned at different levels for the sub sector are very few in number and without appropriate training. Therefore, it is believed that coordinated and strong execution of integrated functional adult education requires fair budget and human resource allocation at national and regional levels to support the development of text books, curriculum/syllabus and facilitator preparation.

3.1.3. Lack of Pedagogical Materials

In any teaching learning activity in education the presence of well prepared pedagogical materials like syllabus, text book and teaching aids is necessary. Syllabus is a kind of course or subject content which will guide the whole teaching contents, objectives, methodologies, activities expected, assessment, resources required and evaluation approach to be applied. Similar to formal education system; syllabus or curriculum designed and developed by ministry of education for adult education is at the ground. Based on the local condition, regions have the right to adopt national functional adult education curriculum according to the existing local needs.

According views of facilitators, supervisors, heads and experts from allwored as indicated that; adult education program is going without relevant pedagogical materials. Pastoral regions like Somali region thus has to develop a relevant functional adult education curriculum for their specific areas and prepare appropriate instructional materials. All of integrated functional adult education facilitators and participants involved agreed on the challenges of pedagogical material in program as discussed below:

- Our practice shows integrated functional adult education is going with no syllabus, text book and teacher trained in adult education. Functional adult education facilitators are coming to session without text book designed to the program. Text book used for functional adult education is the one that serves formal school program. That is functional adult education participants and facilitators are not provided with reading materials like text books. Functional adult education facilitators assigned are teachers who hold certificate in other field instead of adult education. This created challenge for adult learner about what to do at home. The Somali language text book, English and mathematics books of basic education program is used for our integrated functional adult education.

According to (MoE, 2010) one of the strategic area and component activity in action plan period is designing curricula and teaching materials to improve knowledge, skills and attitude of adults linked to livelihood issues. Hence, at the end of the year developing quality and standard pedagogical materials for integrated functional adult education will be produce and approved by national adult education board is outcome expected in the period. But, this is not materialized in the action plan period which needs urgent action since the strategic period is now becoming over after three month.

3.1.4. Lack of Qualified Human Resource

Ethiopia has paid maximum attention to expand tertiary education. The number of higher education institutions providing training related to adult and NFE are increasing. However, having sufficient number of highly qualified teachers, instructors, and functional adult education experts at different levels is still remaining to be a challenge (MoE, 2008). As situational analysis conducted by ministry of education with focus on integrated functional adult education has identified lack of qualified man power as challenge. This show that the presence of unqualified facilitators with the required skills and knowledge base that would enable them to implement integrated functional adult literacy education program in the country.

This research study was conducted on the challenges and opportunities of integrated functional adult education program in pastoral community of Jarar zone. As the analysis of the data collected from participants of the research study in all selected areas assured that, there are no adult education facilitators, expertise's, supervisors and managers qualified in adult education to professionally handle the implementation of the program in the study area. If the region believes in the benefit of functional adult education for transformation of pastoral community in the area, there should be a need to develop capacity of its teaching and administrative staffs in functional adult education. Moreover, this is because, the finding confirmed that, adult facilitators in the study area are full-time teachers in other sub sectors of education who engage in adult literacy teaching as part of their duties. They are qualified teachers for

formal school but not for adult education. Therefore, there should be professionalization of adult education facilitators and coordinator.

3.1.5. Lack of Contents Relevant to Pastoral Livelihood Skills

In this research area of Jarar zone, where the study was conducted, it was clearly explain by all the research participants that in their woredas and functional adult education centers there is no content taught for adult learners in the form of integrated with functional adult education. According to research participant views and opinions; the only content given for the participants is literacy education program. As to MoE (2008) the term literacy skill composed of reading, writing, numeration and other life skill area. As far as existing literature on the content and nature of functional adult education program concerned, it should not be only limited to literacy class. Many scholars suggest that the presence of many social problems in particular community will force government to integrate multiple contents in syllabus and curriculum of functional adult education which could help the functional adult education learners solve their own functional problem in their daily life.

According to Miomir D. and Aleksandra P. (2005) functional adult education is a social activity responding to adults' need irrespective of organization, contents, level or applied methods. According to content, objectives and methods; functional adult education is considered as diversified and multifunctional and could be formal, non formal, general, vocational, continuing, regular and irregular program. The nature of functional adult education program is diversified and introduces a number of variables that must be taken into account in economic studies of adults which may range from public basic education provided in the formal system of education to informal learning in the work place and continuing education of highly skilled professionals.

3.1.6. Lack of Integrated Effort with Other Sectors

The researcher interviewed one of the woreda education bureau head. On process, the researchers raised a question to the participant which is related with whether they are working with sector like health, agriculture, women's affairs and others in implementing integrated functional adult education in their area or not. Based on the response given by the participants, the following is the expression:

- Since 2005 E.C, we implemented adult education for adults and young's who have lacked opportunity so far to attained their education. As it is clear to everyone, education bureau of our woreda is providing adult literacy without participation of other sectors. This is because no content of health education, agriculture or animal heal this integrated. Syllabus for the program is not yet send to our office where we can check whether integrated or not. In the program, functional adult literacy education is given by adopting formal primary school syllabus which is related with reading and writing in mother language (Somali), English and simple arithmetic skills.

When analysing above views of participants, it is apparent that the approach of delivering functional adult education in integrated manner is not yet realized. I researcher understanding; "integration" in the functional adult education of the ministry of education is not only to mean integration in the delivery system. But it is also to mean that integration of the subject matters of the functional adult education program perhaps still there is no integration of content. The finding from the above indention also confirmed that, it is really impossible to integrate different sectors effort without integrating syllabus, content and objectives of teaching and training of integrated functional adult education program. If all these process and preparations are completed; they have to be reached up to bottom level implementers. As the result of all these, there should be a task expected from the Somali region education bureau to do the assignment before going to implement the program after adopting the functional adult education syllabus of the country and its strategy based on the local pastoral adult learners need even though the literacy program is essential input to it.

3.2. Opportunities of Integrated Functional Adult Education in Jarar Zone

The major favorable conditions available for the implementation and expansion of integrated functional adult education program in pastoral areas of Jarar zone were presented under. Based on the analysis of document, the finding confirmed that; some of the existing opportunities at national level are supportive education and training policy, national functional adult education strategy, the presence of memorandum of understanding between ministry of education and other five sectors. At regional level, university and TEC. At operational level, the practice of literacy skills by participants and high women's participation is the opportunities. The detailed discussion of these opportunities will be done as below.

3.2.1. Education and Training Policy of 1994

New Education and Training policy of (MoE, 1994) that encompasses overall and specific objectives, implementation strategies of formal and non-formal education from kindergarten to higher education and special education are areas of the policy focus. As the researchers believe this Education and Training Policy not only focused on the formal education system. The policy has given high credit to all kinds, forms and levels of education and training including special area trainings. For instance, Education and Training Policy (MOE, 1994) in article sub article of 3.2.7 mentions that Non-formal education will be concrete in its content, focusing on enabling the learners develop problem-solving attitudes and abilities where adult education is one. The emphasis and implication of the policy is that; adult education is one of sub sectors of education which can be taken in to account under non formal or special kind of education and training. Hence, the policy creates conducive environment for regions an opportunity and freedom in areas of Primary, Non formal and adult education implementation and expansion in decentralized, democratized, participatory delivery and management of education system.

3.2.2. National Adult Education Strategy

In addition to education and training policy of that gives room to non formal and special kind of training, the government developed functional adult education strategy in March (MoE, 2008). The strategy was developed, enriched and finalized by involving actors that have interest in adult education. This is the first time in the history of the country to adult education strategy that was endorsed by six government ministries (MoE, MoH, Women's Affairs, Youth and Sports, Labour and Social, and Ministry of Agriculture and Rural Development) are expected to involve themselves in implementation functional adult education. The Somali region education bureau, with particular to Jarar zone where this study was conducted has to exploit this good opportunity which is one limestone for the implementation of integrated functional adult education.

3.2.3. Literacy Skill of Participants Improved

The researcher interviewed participants (adult learners) and observed selected classes in sampled sites. The question raised is to what extent their participation in functional adult education program affected their life for literacy. The view of one of a woman in adult education class is follows:

- We women's of pastoral community, so far in our life, we were deprived of the chance to get education. Because of this, we were illiterate for long time in our life. The government is calling all to attend the adult literacy. So, now we attend it properly. But, there are many who were not totally coming to the program. The impact of functional adult literacy education is great. If we look before this program, among us, no one able to identify letters in even mother language (Somali). Besides, before; no one can really distinguish simple arithmetic signs. After we started it after one year, many of us are now can write our own names, family names, and others. We can also practice some reading skills and writing in Somali and English. This is great change in our life. So far, no one can do it well. This is because we were illiterate. Therefore, in short, there is change in our skill of writing and reading as well as numeration after the program.

The above expression is taken from women participant. She compared her life for skill of writing and reading as well as numeration. It is accurate to conclude that, in the study areas; ability of participants who were participated in literacy class improved their literacy skills compared to their previous time. This is because, the analysis of the views and opinions of the respondents shows that there is relative literacy skill improvement for participants after functional adult education. Hence, the point which needs consideration is that, integrated functional adult education program has a positive impact on participants reading, writing and numeration skill in Somali region of Jarar zone in nationality. Achieving literacy through functional adult education is an advantage for participants since it helps training of other development packages. Thus, the presence of literacy skill improvement in the study area is an opportunity.

3.2.4. Colleges and Universities in the Region

To be more effective in implementing any education program, let it be formal or non formal, the Ethiopia Somali region education bureau has to use the existing colleges and university to train adult education facilitators and managers. Without prior training of functional adult education facilitators, region education bureau is now forced to utilize formal primary school teachers in all woredas of the study. The region is not using existing colleges and university to train adult education facilitators like sister regions. In the colleges and university found in the region; functional adult education program is not yet established as academic program to provide advisory and consultancy service. The establishment of such program at college and university level can solve humankind shortage in adult education. Hence, researcher believe that, the presence of higher education institutions like Dr. Abdulmahajid Hussein TEC, Keberidar Teachers Training college and Jigjiga University (JJU) are important opportunities for the region in order to provide appropriate training, consultancy, advice and research in adult education to support the implementation of functional adult education program.

3.2.5. The Signing of Memorandum of Understanding

In recent times, the ministry of education has placed more emphasis on adult and non-formal education and undertaken a number of initiatives to better coordinate existing functional adult education and assume greater leadership. Among these, most noteworthy is the signing of a memorandum of understanding (MOU) between MoE and five other ministries (Ministry of Agriculture and Rural Development, Ministry of Women's Affairs, Ministry of Youth and Sports, Ministry of Social and Labour and finally Ministry of Health) who have joined the memorandum. Accordingly, the MOU ensures the creation of adult education board and technical committee which should be replicated up to the kebel level. Based on this MOU, although, each region has an assigned functional adult education focal point, better-defined job descriptions and specific assignments need to be developed and such positions should also be created up to the woreda and kebele level.

3.2.6. The Establishment of GO- NGO Forums

According to MoE (2008) in order to strengthen experience sharing and collaboration, the MOE and NGOs working in the education sector have formed a GO-NGO forum. This forum is serving the government and non-government actors to come together and share their experiences, jointly monitor educational efforts and develop a strategy to strengthen the sector. As per the ministry of education; in regional forums that bring the government and non-government education actors together have been established some years ago and holding their meeting regularly. Some of these forums were able to hold their meetings quarterly while others are holding their meetings bi-annually. Problems like duplication of efforts, poor monitoring and evaluation as well as replication of best experiences are being addressed in these forums (MoE, 2008). The finding shows that there is no GO- NGO forum established to toward adult

education program. This resulted in lack of support from NGOs for functional adult education program in the region. If GO-NGO forum is well established in the region, there could be better chance to get access to financial, human and material resources for the program. Hence, the education bureau of the region and of the Jarar zone woredas has to use this opportunity for getting the necessary material, technical and financial support to the program and for sharing experience from other partners who are practicing functional adult education elsewhere.

3.2.7. Relatively High Participation of Women's

The table below displays the number of male and women who participate in integrated functional adult education program in Jarar zone woredas.

No.	Woreda	Male	Women	Total	% of Women's
1	Dh/Buur	3000	4008	7008	57.2% *
2	Gaashaamo	1700	1608	3308	49%
3	Aware	800	908	1708	53.2%
4	Gun/Gado	350	438	788	56%
5	Dh/Madow	300	408	708	58%
6	Araarso	750	848	1598	53.1%*
7	Yoocaale	200	308	508	61%
8	Daroor	700	828	1528	54.2%
9	Biroqood	400	508	908	56% *
Total		8200	9862	18062	55%

Table 2: Jarar Zone Woredas, sample woredas and Adult education Participants by Sex

Key: * Indicates the woredas selected for the study

Source: Woreda Education Desk Statistics for 2006 E.C.

As in the above table displays statistical data collected from each woredas in Jarar zone on number of participants for both male and women. The analysis clear confirmed that, in the three selected woredas, there were greater number of women's than males. For instance, if we look for Degahbour woreda, out of a total seven hundred eight (7008) participants in the program, 57.2% (4008) were women. Besides, in Arareso woreda, out of a total one thousand five hundred ninety eight (1598) participants, 53.1% (848) were women. Finally, if we look for Biroqot, out of a total nine hundred eight (908) participants, 56% (508) participants were again women's. In sum, total proportion of women's who were attending integrated f adult education in the zone is eighteen thousand sixty two (18062). Out this 55% (9862) were women's. This implies that the participation of women's in the program is higher than males.

4. Conclusion

The implementation of adult education in the study areas of Jarar zone faces several challenges. If adult education is to be used as a means and strategy to development; it has to include at least basic aspects of pastoralists' life and has to enable pastoralist in the study area play their part in whole process of national development. Adults have to be involved comprehensively in functional adult education program with appropriate life skill training without limiting it to literacy. The assumption is that; adult education should not only enable them to read and write in their own languages and use number in simple arithmetic. But, it has also provided them basic skills applicable in their daily lives. The types of education to be provided for adults in pastoral areas has to link literacy with skills on live stock, animal, breeding, crop cultivation, health education, income generation, handcrafts, citizenship education, environmental education and family planning to mention few. Depending on the various unique factors of regions and country development agenda, all these are associated with their real life style problems and possibly contribute to the whole development efforts of the government and development agencies. The region is expected to develop a relevant adult education syllabus for pastoral areas and prepare appropriate instructional materials. The materials should be distributed to the areas where the program is going. In addition to this, in planning of the program, flexible time table that adjusts itself to the pastoral life should also be designed. From the side of education offices; provision of strong support, supervision and training of the facilitators (teachers) is needed. To support the implementation, non-government and voluntary organizations has to be called to run the program since there is a need to scale up good experiences seen elsewhere. Besides, such program should also receive strong technological support particularly through radio education to create awareness to the community. The policy at regional level should give recognition to the importance of this form of education at regional, zone, woreda and kebele level.

5. Recommendations

- The study found that the provision of teaching and learning materials to integrated functional adult education in pastoral areas of Jarar zone is extremely none. As the result, greater attention should be paid to preparation of learning and teaching materials as per the national strategy. Therefore, it is better is; the regional education bureau can prepare and supply all necessary materials of adult education to woredas and kebele centers which are contextualized in to the society life
- To address the problem of relevance of syllabus and to make the program responsive to pastoral socio- economic and cultural life; ministry of education and the region should revise and include life skill related contents to the program in addition to

literacy education. This may create an opportunity for the pastoralist to get skill of livelihood option that has sound benefits to pastoral economy. Thus, the region should link adult education with development programs to speed up the pastoral development endeavor

- The study confirmed presence of the problem of management and coordination as contrary to MoE strategy. As per the action plan, there should be strong adult education management, coordination, organization and structure starting from ministry of education up to kebele level (local unit). But, this is not actually implemented in the study area. Therefore, the regional and woreda education bureaus of Jarar zone should establish strong adult education structure for strong support, monitoring and evaluation of the program
- To solve the challenges connected with capacity, training and qualification of the supervisors, facilitators and managers who were working in line with integrated functional adult education program; the ministry of education, region, zone and woreda education bureaus should stress on training of program implementers for better operation of the program in collaboration with the existing colleges and universities in the region and beyond
- There were also challenges related with lack of integration of efforts and contents in the program as per the national plan. To solve this and ensure good coordination and cooperation with various developmental agencies, organizations and sister sector; there should be a need to integrate the curriculum and contents of the program together with literacy program. Hence, issues of health education, livestock production, environmental education, democracy and others as components of the program has to be integrated as planned
- To use the opportunities available in the country, the regional education bureau should have to exploit the existing opportunities of adult education practice at national level and in other sister regions to adopt best practices like teacher training, curriculum development and management to improve the life of their community through life related adult education expansion
- Discussions with the ministry of education should be conducted from the region as soon as possible in order to agree on the process towards the future of the training of facilitators, managers and supervisors. Based on the discussions and communication made; strategy for the training should be developed and implemented.
- Finally, to identify the gap area of the program and to inform implementers and concerned stakeholders; there should be research and consultancy activities with concerned academic institutions in order to made evidence based decision.

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